

DOCUMENT RESUME

ED 201 070

EA 013 568

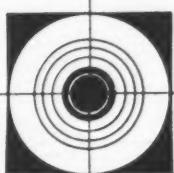
AUTHOR Weldy, Gilbert T.  
TITLE Declining Enrollment and School Closing--A Principal Concern. The Practitioner, Vol. VII, No. 3.  
INSTITUTION National Association of Secondary School Principals, Reston, Va.  
PUB DATE Mar 81  
NOTE 13p.  
AVAILABLE FROM National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$.50; quantity discounts; payment must accompany orders of \$10.00 or less).  
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.  
DESCRIPTORS Academic Records; \*Administrator Role; \*Declining Enrollment; Educational Equipment; Elementary Secondary Education; Principals; Reduction in Force; \*School Closing; School District Reorganization; Teacher Transfer

ABSTRACT

This newsletter describes the role of principals in managing the effects of declining enrollment. Suggestions are provided regarding the decision-making process, staff reassignment, student transfer, curriculum modification, disposition of equipment and materials, and how to deal with parent and student concerns. The experiences of five school districts faced by declining enrollments are described to illustrate the many factors that must be considered when declining enrollment leads to school closure. (JEH)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED201070



# The Practitioner

A Newsletter for the On-Line Administrator

(ISSN 0192-6160)

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Vol. VII, No. 3

March 1981

"PERMISSION TO REPRODUCE THIS  
MATERIAL IN MICROFICHE ONLY  
HAS BEEN GRANTED BY

J. Koerner

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

## DECLINING ENROLLMENT AND SCHOOL CLOSING--

### A Principal Concern

When a profession loses some of its clients, major changes are inevitable. That's what education is experiencing today and it is having serious consequences for principals.

Principals play a significant role in managing the effects of declining enrollment. They must anticipate, plan for, and then carry out the changes that result from fewer students: adjust curricular programs; help develop reduction-in-force procedures; deliver the bad news to those dismissed; select, reassign, and transfer the "survivors"; improvise and innovate to maintain program quality; perhaps preside over the inevitable consequence of declining enrollment -- the closing of a school; and provide on-site direction for the transition of students and staff from the closed school.

Declining enrollment is a national phenomenon. And it is not new. Although the nation's peak school enrollment was in 1975, elementary school enrollments have been declining since 1969. High school enrollments have been declining since 1976. The decline in college and university enrollment will begin in 1981. According to the U.S. Department of Education's National Center for Education Statistics, the decline in high schools will continue through the '80s, with some indications that elementary school declines may level off in the mid-'80s.

The effect of fewer students has varied considerably from one region to another. The impact in cities has been different from suburbs, rural areas from population centers. Six of the nation's largest school districts have experienced declines of more than 30 percent. While public school enrollments decline, private and parochial school enrollments grow -- another very complex, perplexing phenomenon. Sunbelt schools and some newer suburbs are also experiencing growth.

EA 013 568

Education is no longer a growth industry -- except in costs, where inflation has increased expenses and school budgets, compounding the problems school districts have in coping with the decline in numbers.



## The Decision To Close

Management research suggests that everyone who is affected by a decision should have some voice in making it. To the question of who should be involved in a decision to close a school because of declining enrollment, the answer is -- not surprisingly -- everyone. Decision making and planning committees should include all constituents of the community -- students, administrators, professional staff, classified staff, parents, alumni, taxpayers. Not all need to be on every committee of course; the structure and the process will determine where each group should be represented.

A model employed successfully in Niles Township, an area of five suburbs north of Chicago, Ill., used two broad-based committees to advise the board of education -- one to plan for the closing of the school and one to determine the disposition of the property and building. The following subcommittees were formed:

- Student Articulation -- curriculum and records
- Student Articulation -- activities
- Certified Staff Articulation
- Classified Staff Articulation
- Distribution/Disposal of Furniture, Equipment, and Awards
- Disposition of the Library Collection.

Principals appropriately serve as members or consultants to such committees to provide information and advice. Principals of schools which are under threat of closing, however, will find themselves in a peculiar dilemma. Under normal circumstances principals would be expected to champion the merits of their schools and rally support for their programs; but when a governing board is faced with the decision of closing schools, principals will have to stand aside. Unfortunately, principals are not likely to have a very influential role in deciding which school(s) to close. They may be viewed as partisan even if they are quite objective. Perhaps the role they can best serve at this stage is one of peacemaker and climate builder.



## Lead Time for Planning

How much lead time is needed? A flippant answer would be, "More than you have." There are realistic guidelines for making this decision but few school districts use them. They view the decision to close schools as so volatile and controversial that there cannot be any best time to announce

the plan. Board members expect negative reaction whenever the decision comes, so they grit their teeth and forge ahead. The thinking too often is -- "Why prolong the agony? Let's get it over with!"

A desirable and realistic lead time for planning a high school closing is five years. This period allows for strategies to be developed and changes to be accepted, as well as time for all affected persons to voice their concerns. A five-year lead time defuses most of the emotional reaction from students (who are the most greatly affected), particularly those actually in the school when the decision is announced. Five years gives sufficient time for all staff members to plan new assignments in the same or another school or to arrange personal futures outside of education. It allows full consideration of all the complicated alternatives for disposal of school property and the management of that process. It provides, finally, sufficient time for judicious financial planning, adjusting of tax liability, and reallocation of resources.



### Critical Issues for the Principal

While it is virtually impossible to anticipate every important issue that may emerge, careful advance planning can resolve a number of critical questions. If anticipated events go smoothly, unexpected developments will be easier to handle. Some of the critical issues which can be anticipated and planned for are discussed below.

#### ■ STAFF REASSIGNMENT

Reassignment of personnel in declining enrollment districts presents special problems for every category of employee.

- Sequence of Staff Assignments -- A logical sequence of staff re-assignments in the transition period of declining enrollment and school closing is:

- |                                                  |                                   |
|--------------------------------------------------|-----------------------------------|
| 1. Counselors                                    | 4. Remaining teaching assignments |
| 2. Administrators                                | 5. Noncertificated personnel      |
| 3. Major coaching and extra-curricular positions |                                   |

Counselors are assigned first to assure students and parents that there will be educational continuity and that some caring person who knows each student will be available during the transition. Administrators are reassigned early because they must be involved in decision making and planning for placement of teachers and classified staff. Major coaching and extra-curricular personnel are considered early because the persons in these positions may experience placement problems in their teaching assignments. The remaining teaching and classified staff assignments should, of course, respect people's preferences but this is not always possible in districts where enrollment has declined.

- Teaching Staff -- Teachers are probably the most secure among all categories of employees. They are protected by contracts which usually provide some procedure for reduction in force and by tenure and seniority rights under

most state laws. Nevertheless, dismissals or layoffs are inevitable and should be handled with thoughtful concern for the feelings of those affected.

There should be some staff reductions in auxiliary areas like the library, health center, and student services in the years prior to the school closing. Staffing in auxiliary areas typically is not directly related to the number of students enrolled (unlike classroom teachers). Operating short-handed for a few years is preferable to the dismissal of an entire staff when a school does close.

Early retirement incentive plans, generous leave provisions, and part-time assignments can be helpful in reducing staff, as well as programs to assist retirees with health insurance payments or other arrangements that serve to the tax advantage of the employee. Whatever the individual options may be, the cost-benefit will favor the district in the long run.

A questionnaire, preferably staff developed, should solicit staff re-assignment preferences. If the information is accurate and realistic, tentative assignments can be made early in the last year of operation. A high percentage of staff requests can be honored and a potentially negative morale factor turned around. Any effort which prevents the dismissal of teachers in mid-career will immensely benefit organizational morale.

- Administrative Staff -- Administrators are not likely to have the same level of protection accorded the teaching staff. They can expect that as enrollment declines, considerable pressure will be exerted to reduce their numbers. Even prior to closing a school, some administrative assignments can be consolidated with the remaining team members carrying a heavier load. When a school closes, however, an entire complement of administrators must be re-assigned. Subsequent placement will likely be made on the basis of merit and need. Indeed these appointments should be made before teacher preferences are solicited because new administrative arrangements may affect teacher career decisions.
- Noncertificated Staff -- Secretaries, clerks, cafeteria, custodial, and maintenance personnel have the least protection of all employees. These categories of staff must be reduced a full complement when a school closes. Some element of seniority and merit as judged by the responsible supervisor should be the basis for continued employment; and employee preferences should be considered. Leaving some positions vacant the year before the closing can help absorb these employees.

#### ■ FACULTY STABILITY

One effect of declining enrollment is the virtual end of faculty turnover. Natural attrition may reduce the faculty or surplus teachers may be dismissed, but in either case no new teachers are hired to replace those who leave. This forced stability places a special burden on the principal who must make do with a faculty whose qualifications and interests may not match the program requirements and interests of the students. This is especially true if the school is bound to reduction-in-force procedures based on strict seniority provisions

(as required by some state statutes). Some school districts fortunately have had the foresight and fortitude to insist upon staff reduction procedures that recognize factors other than length of service in the district. One such system (Maine Township) is described on page 11.

The effect of a seniority system for reducing staff size is profound and dramatic and produces rapid changes in faculty makeup. Both the average age and average salary of teachers rise disproportionately as the youngest and lowest paid teachers are dismissed. In the Niles Township High Schools (Ill.) from 1975 to 1980, the average faculty age jumped from 40 to 48 and the average salary from \$18,690 to \$27,587. Any renewal and retraining must come from within the ranks. This poses special problems for school leadership and challenges to provide resources and incentives for staff development. Schools with declining enrollment need principals with qualities for leading and motivating a more mature faculty toward professional improvement.

### ■ STUDENT ARTICULATION

Although the technical aspects of student transfer are easily identified by the principal and the professional staff, each component is nevertheless critical to successful planning for a school closing. Several of the most important areas of concern and suggestions for dealing with them follow:

- Assignment of Counselors -- Counselors should be assigned to their new schools as early as possible. Counselors are an important part of the communication process for parents and students as questions arise or as rumors need to be clarified.
- Articulation with Feeder Schools -- Re-directing articulation activities with feeder schools must take place a year before a school closes. In fact, students from feeder junior high schools or elementary schools should be assigned to the receiving schools two years before a scheduled closing. They should also continue appropriate involvement with the closing school. They should be able to complete the articulation of their last class with the closing school and begin planning for future classes in the new school(s).
- Course Registration and Student Activities -- Registering students at the new school is a major task. A common calendar for course selection, counseling for graduation and college requirements, common data processing procedures, continued student participation in student activities and leadership roles all require intense planning and communication among staff and students. In school activities and sports, for example, students must be identified and informed about similar activities in the receiving schools. If feasible, names of student participants can be given to coaches and sponsors who in turn contact students personally or by letter to welcome them to the new school. Joint meetings can be held in many activities. Combined concerts in the music programs, for example, can help to introduce many students to their new schools and classmates.
- School Records -- Official student records must be transferred to new locations safely and expeditiously. Official requests from colleges, work

places, and government agencies must be redirected to the new locations for processing. Identifying required records, purging old materials, and communicating relocation information are formidable but necessary tasks.

#### ■ CURRICULUM MODIFICATION

A decision to close a school requires that all curricular programs be reviewed to ensure the smooth transfer of students to new schools without disadvantage or displacement. Prerequisites and course levels in all departments must be reassessed. Courses unique to each school must be re-evaluated to determine which will be retained or eliminated. Uniform standards for the completion of state and local requirements have to be established. Yet, all this must be accomplished without impeding legitimate efforts toward curriculum change and modification.

#### ■ DISPOSITION OF EQUIPMENT AND MATERIALS

Thousands of dollars in furniture, equipment, and supplies must be inventoried and decisions made about disposition before a school closes. District committees should be established in every major area to determine where excess equipment will be needed and whether or not its condition will require sale or repair.

Films, filmstrips, and special library collections must be identified and routed to the appropriate schools. Arrangements must be made to move personal files and materials used by each teacher. Professional movers will probably be needed for some of the more demanding materials.

#### ■ PARENT AND COMMUNITY CONCERNS

Parental concerns focus on three major areas.

- (1) Will their children transfer without disadvantage to their previous course of study?
- (2) Will they have the same opportunities for leadership in extra-curricular activities and interscholastic sports as they would if their school had not closed?
- (3) Will they be treated fairly and made welcome in their new school or be viewed as "outsiders" and "interlopers?"

Careful communication and planning by the principal will do much to allay these fears, many of which are groundless. The principal should arrange meetings for parents and students to review closing plans. Letters and written reports which describe current plans may be mailed to the entire school community. Another important effort is to hold orientation meetings at the receiving schools for new parents and students to view facilities, meet staff, and become familiar with the new school.

#### ■ SOME SPECIAL CONSIDERATIONS

No matter how carefully principals plan, they will not anticipate every circumstance of a closing. They should be ready to make quick decisions

that are consistent with the master plan. Following are some of the things that can happen:

- Much of the equipment used in interscholastic sports is purchased in school colors which clearly identify the school and team by name. This equipment is always attractive to students; theft is a problem even without a school closing. To mitigate this temptation, a school can sell monogrammed equipment to students at a nominal cost. Jerseys, warm-up jackets, athletic coats and band jackets can be offered for sale to those students using them and to any other student or parent who wants a souvenir of the school. This approach not only disposes of much unwanted equipment, but returns some funds to the district, and, most importantly, avoids the negative impact that stealing can have on school morale.
- A long school history usually results in hundreds of team and individual trophies and awards. The feelings of students, coaches, parent boosters, and alumni are strong for preserving these awards and maintaining the tradition they represent. For this reason, a district might wish to preserve all awards and designate a place for their permanent display for community members, alumni, and future students.
- As preparations for moving begin, cupboards and closets are opened and emptied of their contents -- some for the first time in many years. Surprising things will be found. Dangerous chemicals, used in previous years but no longer part of current science instruction, will be found in labs and storage areas. These must be evaluated and stored according to type and potential volatility, especially those which are covered by environmental impact regulations.
- Complete sets of school newspapers and yearbooks can be donated to local museums or historical societies to provide a permanent repository for these important records. The same can be done with unused film negatives in newspaper and yearbook files.
- Long-standing relationships with regional accrediting agencies and athletic associations must be terminated by the closing school. The National Merit Scholarship Commission must be notified. Arrangements must be made for the forwarding of mail.
- Grading practices always involve enough subjectivity from teacher to teacher, department to department, school to school, and community to community that it is possible for transfer students to be subject to systematic advantage or disadvantage in their new grade point averages. Because of the numbers involved in a school closing, it may be wise to maintain a separate class rank for transferring seniors based on their former class grouping so that no student will be adversely affected.
- Expanding the number of slots in honor societies, honor roll listings, and award presentations will alleviate potential problems. Increasing the number of cheerleader or songleader participants, the levels of competition in various sports, the frequency of concert or theater performances is a far better avenue for reducing the hurt of a school closing than maintaining old standards that may restrict opportunity.



## To Illustrate



Columbus Public Schools  
Charles Hall, Assistant Super-  
intendent, Administrative Services  
Robert L. Grossman, Public Relations Officer

270 East State St.  
Columbus, Ohio 43215

Columbus Public School enrollment grew from approximately 40,000 students in the 1940s to 110,000 in 1971. As enrollment dropped after 1972, 50 schools were closed. All closings were at the elementary school level except for one high school which was converted to an adult education center and one junior high which was closed entirely.

Until 1977, schools were closed only for fiscal reasons. In 1977, however, the district began to develop and implement a desegregation plan. Decisions about school closings from that time were also influenced by the requirements of desegregation. The planning process was guided by some carefully selected factors (among several others):

- Make prudent use of all funds including those related to desegregation.
- Eliminate racially identifiable schools using techniques such as boundary changes, grade level reorganization, pairing and clustering, and school closing.
- Assign no more than one non-contiguous attendance area to a junior or senior high school.
- Use elementary school attendance areas as the major building blocks in developing the pupil assignment component of the plan.
- Maintain feeder patterns where possible from elementary to junior, and junior to senior high school.
- Maintain an elementary (1-6), junior high (7-9), and senior high (10-12) organization where possible; eliminate combination schools (e.g., junior/senior high schools).
- Reassign pupils in ways that result in minimal distance traveled and time required for transportation.

As a practical expedient, the district was divided geographically into manageable planning areas, racially representative of the total district. Within the planning areas, schools were clustered for organizational and desegregation purposes. When a cluster was overloaded, one or more schools were closed based on considerations of building condition and capacity, equity of burden, and impact on transportation.

Much thought and effort were given to helping parents understand the reasons for school closing. The problem requires a fair solution.



High School District #214  
Robert C. McLennan  
Associate Superintendent for  
Instructional Services

799 W. Kensington Rd.  
Mount Prospect, Ill. 60056

Marion J. Christensen  
District Coordinator of Math, Science,  
Research and Testing

High school district #214, the largest separate high school district in Illinois, experienced dramatic growth in the 1950s and 1960s, peaking at an enrollment of nearly 20,000 high school students in 1975-1976. District #214 built new schools, opening one every two years during the most rapid growth period (it currently has eight large high schools). With enrollment projected at fewer than 9,000 by 1988-1989, however, these communities in the North and Northwest Chicago suburbs have major decisions to face.

The district has engaged in systematic long-range planning culminating in a comprehensive report to the board of education. The report touches on facilities, teaching staff, administrative staff, courses and programs, and finances.

The district's approach to forecasting the effect of declining enrollment on course offerings is of special interest. Curriculum study groups gathered critical information in specific areas: components of a quality education; an analysis of future curriculum patterns based on past and present patterns; the cost of the curriculum; external factors affecting the curriculum; the effect of special interest groups on curriculum; the effect of declining enrollment on the curriculum; and particular courses that may be in jeopardy because of declining enrollment.

Certain assumptions were accepted:

- There would be no major policy changes in course requirements.
- Student interests would remain constant.
- All programs would continue to be offered in each school until enrollment could no longer support them.
- Qualified, competent teachers would be available for all courses, even the most specialized.

Those committees specifically studying the impact of declining enrollment developed the following generalizations:

1. When a school's enrollment drops to 1,700 or 1,800, many courses offered in schools of more than 2,000 students will be in jeopardy and can be maintained only by combining levels, offering them in alternate years or semesters, or by carrying large enrollments in multiple sections.
2. When enrollments drop below 1,500, many of the courses continued under special arrangements will be dropped.

3. About 25 percent of all course offerings will be lost when enrollment drops below 1,500 students in a building.
4. The most specialized courses are first in jeopardy; e.g., harmony and arranging in music, botany, zoology, and political science.
5. Upper-level courses in sequential programs can be maintained by combining levels but eventually will be dropped (i.e., mathematics, practical arts, and foreign language).
6. Courses required for graduation will persist, but electives will be difficult to maintain.

District #214 acknowledges that declining enrollment means curricular adjustments but not a diminution of quality. Schools must perpetuate some courses despite declining numbers. These include courses for remediation, for exceptionally talented students, difficult courses needing considerable individualization, upper-level courses with high attrition, and other offerings considered important (like Advanced Placement) that are not selected by many students.



Leyden High School District 212  
Donald Johnson, Assistant Superintendent

3400 N. Rose Street  
Franklin Park, Ill. 60131

Beginning with the 1981-1982 school year, the Leyden High Schools no longer will be represented on the athletic fields and in the gyms by the West Leyden Knights and the East Leyden Eagles. The merged athletic teams will be known as the Leyden Eagles, retaining the blue and gold colors from West Leyden and the eagle mascot from East Leyden.

District enrollment has been decreasing about 3.5 percent per year and will continue to do so for several years, reducing the size of the teaching staff and the number of available coaches. In 1979-1980 there were 119 athletic assignments in the two high schools of the district. This number will be decreased to 66 in 1981-1982 when one athletic program is offered. The change to a single athletic program will save the district \$146,000 per year. This saving comes at a time when the district has experienced financial problems compounded by the defeat of a referendum.

In addition to the athletic program, other school activities officially recognized by the Illinois High School Association, such as the chess team, will be merged. These mergers are one of the conditions for Association sanction of a unified athletic program. The board of education and administration have closely followed the advice of student advisory committees in planning the merger.



Maine Township High School District 207  
John Benka, Assistant Superintendent

1131 S. Dee Rd.  
Park Ridge, Ill. 60068

Enrollment decline in the Maine Township High Schools in suburban Chicago has resulted in a decision to close the newest and smallest of the four high schools, Maine North High School. Maine North was needed for only 10 years. It was opened in response to the rapid growth and closed in an adjustment to the rapid decline.

Maine Township has a particularly interesting procedure to reduce tenured staff. A Reduction-in-Force Procedure negotiated between the board of education and the teachers' association provides for an elaborate point system that recognizes both the rights of tenured teachers of long service and the need to provide qualified faculty members for all programs.

After the termination of nontenured teachers, the procedure assigns points in a number of categories. The tenured teacher with the lowest point total among members of each department or "component" is the first tenured teacher to be laid off. A "component" in this agreement is a teaching area within a department that requires special preparation (e.g., French within a foreign language department).

#### CATEGORY I. Teaching Expertise

- One point for each year outside the district
- Two points for each year in Maine Township
- Partial points for segments of years

#### CATEGORY II. Preparation

- Column I (Bachelor's degree) in the salary schedule - 4 points
- Column II (Master's degree) in the salary schedule - 8 points
- Column III (Master's plus 32 units) in the salary schedule - 10 points
- Column IV (Master's plus 64 points or Doctorate) in the salary schedule - 12 points

#### CATEGORY III. Breadth of Preparation

- A point is awarded for each additional area of teaching certification

#### CATEGORY IV. Expanded Responsibility

- A point is awarded for each extra curricular activity (paid or unpaid) which the teacher directs

Points awarded in each category above are weighted as follows:

Category I x 5  
Category II x 4

Category III x 3  
Category IV x 2

The points are calculated and posted in the principal's office in each building by February 1 of each year. The procedure includes a "tie-breaker" and a "recall" plan, which guarantees laid off teachers the right to be re-employed up to August 15 of the following year.



Niles Township High Schools  
 Galen Hosler, Principal, North High School  
 Gilbert Weldy, Assistant Superintendent

7700 Gross Point Rd.  
 Skokie, Ill. 60077

The communities served by the Niles Township High Schools in suburban Chicago were inundated by the dramatic urban sprawl in the 1950s and 1960s. The population of the township, in the first ring of suburbs north of Chicago, grew during this time from 25,000 to 110,000, and the high school enrollment skyrocketed from 1,810 in 1956 to 8,067 in 1969. The original high school, opened in 1938, was insufficient for this bulge, necessitating a second high school by 1958, a third by 1964. High school enrollment swelled to a peak in 1969-1970, and afterward declined. Niles East High School was closed in June of 1980.

The experience of the principal during the last year of operation is worthy of note. After four years of anticipation and careful preparation, the final year was especially meaningful for all who ever were a part of the high school. Communication with the students, the community, and with the staff was thorough and frequent. There was no mystery about what had been planned, about what was expected of everyone, or when certain steps in implementation would take place. Dozens of graduates and former staff members returned to see their school and recall their personal experiences and relationships. A souvenir medallion was designed for students and staff and sent to many former staff members and to selected graduates, parents, and community members.

The goal during the last year was not so much to generate new or spectacular activities but to sustain the existing ones -- with a few special touches and flourishes. At homecoming, sports awards nights, and academic honors awards ceremonies, special people were recognized. A "Farewell to Niles East" night brought together all the influential groups involved with the school. A final spring musical cast both students and graduates. After the performance, the entire school was opened for a community farewell featuring a display of memorabilia, pictures, and school artifacts. Souvenirs were sold. A dance was held. People who hadn't seen each other for years talked and reminisced into the morning hours. Alumni, teachers, current students, and parents roamed the halls for a last look at the school that had educated and nurtured them.

This *Practitioner* was prepared by Gilbert R. Weldy, assistant superintendent, Niles Township High Schools, and Galen Hosler, principal of Niles North High School, Skokie, Ill.

*The Practitioner* is a quarterly publication of the Research Department of the National Association of Secondary School Principals, 1904 Association Dr., Reston, Va. 22091. Annual subscription rate of \$2 is included in the dues of NASSP. Individual subscriptions are not available. Additional copies may be ordered: single copies, 50 cents each; 2-10 copies, 40 cents each; 11-99 copies, 35 cents each; 100 or more copies, 30 cents each. **Payment must accompany orders of \$10 or less.**

John S. Yates, *President, NASSP*  
 Scott D. Thomson, *Executive Director*  
 James W. Keefe, *Director of Research*

Thomas F. Koerner, *Director of Publications*  
 Carol Bruce, *Assistant Director of Publications*